

# THE SOUTH INDIAN TEACHER

VOLUME XXIV—1951

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# THE SOUTH INDIAN TEACHER

Vol. XXV

FEBRUARY 1952

No. 2

## AN ACHIEVEMENT TEST IN ENGLISH

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In our country as yet, impressionism is the Cleopatra that enthralls the Antony of the educational process. The Rome of vigorous, scientific, experimental research is yet far off. Whatever educational problem or dilemma arises, mere impressions, opinions, presumptions, and conjectures war against one another. Now one is up, now another ; and the whirling of eternal change in syllabuses and methods spins. There is ceaseless rotation without forward progress. Our weapons are scripture-like books published in the West or a barren airy philosophy. Like the clown in 'Twelfth Night', we ask, 'What says Quinapalus ?' or seriously argue, 'That that is is'. It is time we started on scientific investigations in every field of education.

In the field of English-teaching, we have till now had mainly the impression—theories and dictates—of English-educationists in India. It is high time we, Indians, subjected our own learning processes and achievements to scientific investigations with a view to improving our methods and techniques.

The Achievement Test (Parts I and II) given hereunder is a humble attempt in this direction. From a general stand-point, the following are its special features :—

(1) It is a new-type test (except for Question 7, Part I which has a dis-

tinct purpose). It has complete objectivity as well as the other features of the New Type.

(2) It is a gauge for the entire school course in English, with respect to the language-abilities and acquisitions.

(3) It can be administered to the pupils in Forms IV, V and VI, and easy boy's achievement in English can be determined and he can be placed in the ladder of high school English achievement.

From a detailed stand-point, the following are the special features :—

### PART I :—

Q. I tests approximately the Fourth Form range. It includes some questions to provide opportunities for those below the Fourth Form standard.

Q. II tests approximately the Fifth Form range.

Q. II (ii) tests the capacity to find the paragraph idea.

Q. III tests the Sixth Form range as well as the genius therein.

There is a similar design in Q's. IV, V, and VI with regard to poetry. In particular, the last sub-division under each of these questions tests total assessment and appreciation.

Q. VII is of the Old Type. Its purpose is to test the ability in organized

expression or composition. It will enable us to find the correlation between the Old Type and the New Type Test. Marks for this question are to be given in the old way, which is ultimately one of impression.

### PART II :—

Questions I and II test the principal abilities in Grammar, namely, elementary parsing and analysis.

Q. III tests the power of the use of English or the *expressional power* in *unitary situations* (in a graded way), bearing on the use of articles, verbs, tenses, word-formations, degrees, voices, conjunctions, idioms, sequences and idiomatic prepositions.

Q's. IV, V and VI test powers of composition in unitary situations.

Q. V tests the pupil's sentence-sense, and Q. VI the pupil's paragraph-sense.

The writer of this article earnestly appeals to teachers of English, to take copies of the Test and apply it to their students. Only the directions under each question are to be clearly explained. The results will help them considerably for *diagnostic* purposes and *remedial* teaching. They are further requested to communicate the results to the writer in the following tabular form to help him in arriving at dependable norms for Forms IV, V and VI. Such an attempt may help us to devise a better mode of public examination at the school-leaving stage. The answer-key can be had of the writer through personal correspondence.

TABULAR FORM

Name of the Pupil or mere number	Part I—Marks							Total Part I (Q.s. I to VI)	No. of mistakes in Q. VII	No. of Words in Answer	Part II—Marks						
	I	II	III	IV	V	VI	VII				I	II	III	IV	V	VI	

Name.....  
Form.....  
School.....

Age.....  
Date.....

### ACHIEVEMENT TEST

#### PART I.

TIME : 1 PERIOD.]

[MARKS.

#### I. Read the following :—

(1) Long, long ago, there lived a lion in a forest. (2) He was strong, fierce and cruel. (3) Every day he killed many animals for his food. (4) Very often he killed more animals than he could eat in a day. (5) He was, therefore, greatly feared by all the other beasts.

(i) Answer the following :— (No. of the sentence giving the answer.)

- (a) What did the lion do very often ?  
(b) Where did he live ?

1  
1

(ii) Write 'Yes' or 'No' at the end of each question :—

- (a) Did the lion eat all the animals killed ?  
(b) Was the lion wicked ?

1  
1

# AN ACHIEVEMENT TEST IN ENGLISH

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**II. Read the following :—**

Antonio had a near relation and friend named Bassanio, whom he loved very dearly. Bassanio had once been very rich, but had wasted his property by living in a costly manner. Whenever he was in need of money, he sought the help of Antonio, and the latter readily obliged him. It seemed as if they had but one heart and one purse between them.

(i) **Mark the true statement ✓ and the false ✗ :—**

- (a) Bassanio was a careful man. 1
- (b) Antonio was an obliging friend. 1
- (c) Bassanio saved money. 1
- (d) Antonio's purse could be called Bassanio's also. 1

(ii) **Underline the correct answer :—**

The paragraph speaks about

Bassanio's property, Antonio's help, the love  
between Antonio and Bassanio, money.

2

**III. Read the following :—**

Rabindranath loved to learn songs, not at set hours, but when he felt like it ; to read for hours together the treasures which he had discovered for himself ; to go exploring, to live (if he only could) like that great and wonderful hero, Robinson Crusoe.

**Fill up the blanks :—**

- (a) Good b\_\_\_\_\_ can be compared to treasures. 1
- (b) Robinson Crusoe was an e\_\_\_\_\_. 1
- (c) Rabindranath loved to study, but only in f\_\_\_\_\_. 1
- (d) S\_\_\_\_g, r\_\_\_\_g, and e\_\_\_\_g were liked by Rabindranath. 2

**IV. Read the following lines :—**

The sun does rise  
And make happy the skies ;  
The merry bells ring  
To welcome the spring.

**Underline the correct answer :—**

- (a) The subject of 'make happy' is (the skies, the sun). 1
- (b) The time of day is (morning, noon, evening). 1
- (c) The season is (spring, summer, autumn, winter). 1
- (d) All things are (ringing, rising, joyful). 2

**V. Read the following lines :—**

Everyone that flatters thee  
Is no friend in misery.  
Words are easy, like the wind ;  
Faithful friends are hard to find.

(i) **Fill up the blanks :**

- (a) A false friend f\_\_\_\_\_. 1
- (b) A true friend is f\_\_\_\_\_. 1

(ii) **Underline the correct answer :—**

The lines speak about  
flattery, faithfulness, words, friends, the wind.

2

**VI. Read the following lines :—**

And cheering to the traveller  
The gates that round him play,  
When faint and heavily he drags  
Along his moontide way.

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*Fill up the blanks :—*

The w\_\_\_\_\_ play round the traveller. They c\_\_\_\_\_ him. The time is m\_\_\_\_\_. He has been feeling w\_\_\_\_\_.

The lines are in p\_\_\_\_\_ of the gales. 1, 1, 1, 1, 2

VII. Give the substance of EACH of the three passages in Questions I,  
II and III in your own words. 3, 4, 3

Total .. 40

Name.....  
Form.....  
School.....

Age.....  
Date.....

## ACHIEVEMENT TEST

## PART II.

TIME : 1 PERIOD.]

[MARKS.

I. Note above every word what part of speech it is.

Write n. for noun, pro. for pronoun, adj. for adjective, v. for verb, adv. for adverb, pre. for preposition, c. for conjunction, art. for article, g. for gerund, i. for infinitive :—

It is a very good habit for every person to offer prayers to God before attending to his daily duties.

10

( $\frac{1}{2}$  each)

II. Underline the subordinate clause in each sentence and note at the end what kind it is.

Denote a noun clause by n., and adjective clause, by adj., and an adverb clause by adv. :—

- |  |                             |
|--|-----------------------------|
| (1) I rode on until the day broke. ....                  | $\frac{1}{2} + \frac{1}{2}$ |
| (2) The man who stands there is a beggar. ....           | $\frac{1}{2} + \frac{1}{2}$ |
| (3) I know that the purse is yours. ....                 | $\frac{1}{2} + \frac{1}{2}$ |
| (4) Where the bag is hidden is not known. ....           | $\frac{1}{2} + \frac{1}{2}$ |
| (5) I know where he has gone. ....                       | $\frac{1}{2} + \frac{1}{2}$ |
| (6) Do you know the street where I live ? ....           | $\frac{1}{2} + \frac{1}{2}$ |
| (7) I understand little of what you say. ....            | $\frac{1}{2} + \frac{1}{2}$ |
| (8) Such of his friends as were false left him. ....     | $\frac{1}{2} + \frac{1}{2}$ |
| (9) The people felt glad that the country was safe. .... | $\frac{1}{2} + 1$           |

III. Fill up the blanks so as to make correct English :—

- |  |  |
|--|--|
| (1) _____ Ganges is _____ mighty river.  |  |
| (2) In this picture there is _____ elephant. It is _____ useful beast, but _____ ugly one. |  |
| (3) _____ honest man is _____ noblest work of God.   |  |
| (4) Now I _____ playing, you _____ writing, and he _____ reading.                          |  |
| (5) A book of stories _____ liked by children. The Arabian Nights _____ a good book.       |  |
| (6) Yesterday Rama _____ talking in the class.   |  |
| (7) Tomorrow I s_____ finished my work.  |  |
| (8) When I reached the station, the train _____ departed.                                  |  |
| (9) Try to be punctual. P _____ is a virtue.   |  |
| (10) I want your advice. The old must a _____ the young.                                   |  |
| (11) Very few boy's are s_____ tall _____. Kannan.   |  |
| (12) The chairs w_____ e_____ away by white ants.  |  |

# AN ACHIEVEMENT TEST IN ENGLISH

33

- (13) The evil practice \_\_\_\_\_ put an end \_\_\_\_\_. last year.  
 (14) My brother is clever \_\_\_\_\_. lazy.  
 (15) The dog \_\_\_\_\_ the cat are domestic animals. It is good to have ei\_\_\_\_\_ a dog \_\_\_\_\_. a cat in the house. The dog can guard the house, \_\_\_\_\_ the cat cannot. The cat too is useful, b\_\_\_\_\_ it catches rats.  
 (16) The sailor got \_\_\_\_\_ b\_\_\_\_\_. the ship.  
 (17) I tried long and \_\_\_\_\_. l\_\_\_\_\_. h succeeded.  
 (18) He will gain his object by h\_\_\_\_\_ or by c\_\_\_\_\_.  
 (19) Last week I s\_\_\_\_\_ from fever. Dr. Hari g\_\_\_\_\_ me medicine. I w\_\_\_\_\_ cured. I \_\_\_\_\_ studied my lessons up to the time of my illness. But now I \_\_\_\_\_ behind the class. I w\_\_\_\_\_ however come up to the level of the class soon. —— I request you to help me ?  
 (20) Karim is now happy and \_\_\_\_\_. want. He has toiled all these years \_\_\_\_\_ the best \_\_\_\_\_. his ability. He ever refrains \_\_\_\_\_ wasting money. At the same time he is fond \_\_\_\_\_. charity. Never does he look down \_\_\_\_\_ the poor with scorn. Surely such a man is worthy \_\_\_\_\_. admiration.

25

(½ for each blank)

**IV. Match the following by writing the correct No. within brackets :—**

- |                |                          |
|----------------|--------------------------|
| (1) Dear Kittu | ( ) Yours affectionately |
| (2) Dear Uncle | ( ) Yours faithfully     |
| (3) Dear Sir   | ( ) Yours sincerely      |
| (4) Gentlemen  | ( ) Yours obediently.    |

5

(1½ each)

**V. Re-arrange the words so as to form a sensible sentence :—**

- (1) in river a is bathing by liked Indians.      1

Answer :

- (2) than sword the pen the mightier is      1

Answer :

- (3) not right let doth left know hand thy what hand thy.      1

Answer\*:

**VI. Re-arrange the sentences in proper order. Mark the sentence that should come first as 1, the sentence that should come second as 2, and so on :—**

- (a) ( ) On account of it I am unable even to sit up. ( ) So please grant me leave for this week. ( ) I am suffering from fever.

3  
(not to be split)

- (b) ( ) As I did so I noticed on the ground large numbers of diamonds. ( ) These were so long and so large that the smallest of them could have swallowed an elephant with. ( ) This sight gave me great pleasure, but I was not so pleased when I saw also numbers of horrible snakes. ( ) I wandered about looking for some means of escape.

4  
(not to be split)

Total ..      60

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# BETTER EDUCATION FOR CITIZENSHIP

WILLIAM F. RUSSELL

Free Government and societies devoted to liberty are subject to decay and degeneration, somewhat as the human organism is the prey of various bacteria and parasites. These enemies must be attacked and conquered. Under present world conditions, it is vital to the security and the welfare of our country that we devise a better program for citizenship and put it into operation.

The problem is difficult, as we see in the program of *education civique* adopted by the French people after their defeat by the Germans in 1871. Here we find a very intelligent people, accustomed to look at themselves objectively, to solve their problems intellectually, to try to put their logical solutions into practice. In 1871 they had been badly defeated, and that to their great surprise. They thought that they were to triumph; they met with crushing defeat. Foreign soldiers occupied their capital. A huge indemnity was levied.

Reviewing their history, they could see that since 1789 their efforts for liberty, equality, and fraternity had repeatedly been frustrated—starting in hopeful revolution and ending with despotism. The high purposes of Lamartine and other revolutionaries of 1848 had led to the autocratic regime of Napoleon III and the debacle at Sedan.

So the French in 1871 resolved to put an end to this sorry history. They reformed their educational structure and program and they introduced a new and comprehensive plan for the formation of the citizen. All this was done after careful study and planning. In my library I have over one hundred books and pamphlets on *education civique* that were published between 1871 and 1880. Courses on citizenship were introduced into every type of school. Every pupil, every day, (or at least several times a week), took courses in what we would call citizenship. In true French fashion, these courses were tightly organized, and the various pro-

grams were well adjusted to the level and ability of the pupil. There was a cyclical arrangement, so that in later years pupils would recur to the same topics that they had once met when they were younger, with newer and wider considerations. Never before, I am sure, was so ambitious, so comprehensive, so widely applied a program of education for citizenship put into practice.

Nevertheless, one cannot say that the end result was good citizenship, in the sense that the French have proved able to defend their country or operate their government effectively. Why?

## THE DIFFERENCE BETWEEN KNOWING AND DOING

The explanation of their failure is well understood by American schoolmasters, although this understanding is not commonly shared by laymen. There is a big difference between knowing and doing. Just because one has the knowledge, it does not follow that he will act in accord. One can repeat the Ten Commandments, can accept them as a guide to life, and still act in a contrary manner.

I well remember an incident when I was serving as a volunteer orderly in New York Hospital. One night (the hospital being shorthanded) I was assigned to attend a prominent physician who had been brought in with a heart attack. He was ordered to be immobile. He was propped up in bed, and one of my duties was to keep oxygen flowing at a proper rate through his mask. There were about twenty other patients whose lights would flash, summoning me, but when his light would call me, if I did not run immediately, he would get out of bed and wait on himself. Such an act of folly he would never permit his patients to attempt; but despite all his knowledge, he would not act in accord. It was commonly known

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around the hospital that the worst patients were doctors and nurses.

Wise schoolmasters know that many of the basic educational goals cannot be reached by knowledge alone. Programs for better race relations bog down when talk and study alone constitute the program. People must also work together on common problems. John Dewey pointed out long ago that text-book work on morals yielded, not moral conduct, but ideas about morality. One cannot get much from a correspondence course in swimming. So we cannot rest content with mere improvement of the citizenship courses in our schools. Our goal must go beyond knowledge:

### THE GREEK DEMOCRACY

The complex character of the problem of education for citizenship has been recognized for a long time. We need only recall that during the first year of the Peloponnesian War (430 B.C.), according to the report of Thucydides, Pericles discussed the problem in his famous Funeral Oration. He described the government of Athens as a democracy "in the hands, not of the few, but of many," their honoring "of talent on the grounds of excellence alone," their "spirit of free play," in public and private life, their acknowledgement of the restraint of reverence and their obedience "to whomsoever is set in authority."

These people were able to maintain such a government and society, continued Pericles, owing to their knowledge of their government, their participation in its actions, and the habit of public discussion prior to action. "Our citizens attend to both public and private duties and do not allow absorption in their own affairs to interfere with their knowledge of the city (i.e., the state). We differ from other states in regarding the man who holds aloof from public life, not as quiet, but as useless. We decide and debate carefully, and in person, all matters of policy holding that acts are foredoomed to failure when undertaken unstudied. Other men are bold and ignorant, but the bravest are surely those who have the clearest

vision of what is before them, glory and danger alike, and yet notwithstanding go out to meet it."

Pericles then turned to a discussion of the strength of such a democracy—what we would term today an analysis of a plan for the defense of liberty. He isolated the following three aspects: (1) knowledge of "the city's life as we have it before us day by day," (2) citizens "falling in love with her as we see her.... The secret of happiness is freedom and the secret of freedom... brave hearts not idly to stand aside from the enemy's onslaught, (3) fighters who dare; wise men who understand their duty and good men, self-disciplined in its performance."

Thus, according to this 2,400-year-old analysis, the defense of free government depends upon knowledge, patriotism, and action; and if we follow Pericles, the problem in more detail is: (1) what knowledge does the good citizen need, and how can he be helped to acquire it; (2) what is patriotism and how can it be achieved; and (3) what does the good citizen do, how does he act, and how can he be brought to do and act in this way?

### GOOD WORK IN AMERICAN SCHOOLS

Now in the usual American community most children go to school. Most of them continue through elementary school, and an increasing number complete the high school course. There seems to be in operation a good program of citizenship education. All elementary schools study American history. Becoming quite general is a ninth-grade class in current problems. Most senior high schools include American history; and a course in the senior year dealing with civics, current events, or problems of democracy is very common. The modernly organized high schools include citizenship in their "core curricula." In the halls the American flag is displayed. Children learn the pledge of allegiance to the flag. Washington's picture is on the wall. The Gettysburg Address is on a bronze plaque. In assembly, children stand to sing the "Star-Spangled Banner" and

"God Bless America." Our schools believe that they are doing a good job in education for citizenship, and good work is being done.

This work can be improved, however. There is great variation in the quality of the books, charts, slides and films. Most teachers are not fully skilled in the use of these materials. Too much of the work in history and civics deals merely with the factual description of government. Communists spare no effort to stress our record in slums, discrimination, poverty, intolerance, ill-health, and periodic unemployment. A great deal can be done to show the other side of the picture—the accomplishments of an idealistic and hard-working people freed from the chains of despotism and relatively equal in a society with little special privilege, attaining a higher degree of well-being and happiness than ever before enjoyed in the world. The record of liberty can be stressed in our books and courses. On the side of knowledge alone, good as the American program already is, it can still be improved.

#### KNOWLEDGE WITH ACTION

But knowledge is not enough; action must accompany it. And there are many programs of action in American schools and communities. The Boy Scouts, the Youth Builders, church groups, the 4-H Clubs have their programs of conduct and practical introduction to the work of the citizen. Certain programs have been suggested for tying together action and knowledge in citizenship, notably two programs in California; but not much practical progress in this direction has been made. So far as the conduct side of good citizenship is concerned, however, there is plenty of experience in the field to point the way to the techniques and tactics needed to achieve good citizenship habits.

Obviously, such a goal is generally beyond the reach of the classroom. One has to enter into the life of the pupils, either in and around the school, or in the community. The program cannot consist merely of reading books, giving

talks, and putting on assembly programs. It has to step outside school walls and enter, to some degree at least, into the life that young people live. Such a program must work its way into the community itself. The school may take the lead (generally it should), but many citizens of the town must work with many pupils of the school. The community must form a team, and all—pupils, teachers, citizens—must play on it.

According to the analysis of Pericles, there is a third factor—not only knowledge and action, but love of country, or patriotism. The sources of love of country are difficult to analyze. Possibly, the James-Lange theory of emotions is to be accepted, that the emotion follows the act, then strong love of country would be the result of powerful service to it. Maybe a plan tying together action and knowledge would realize the hope that the emotional factor would follow automatically?

It might be simple to discover what we deem the one best program, and then use every effort to have it universally adopted. But control of the mind of the child is the prerogative of the home and of people close to the home; local authorities in most cases control what is taught. Would we wish to develop a method of citizenship education which might attract a potential dictator, or give him experience with a program that in good hands might be good, but in bad hands bad? No! We seek no one program. Each school, each teacher best prepares his own, stressing action related to subject matter.

The relation of the citizen to government is only one facet of the problem. Good and bad citizenship are manifested in many other relationships. Nations have fallen, not because of failure to serve in armies or to pay taxes, but because of sympathy with absurd economic doctrines, bread and circuses, overreliance on help from rulers, and looking to central authorities for all guidance and support. In a sense, the good citizen is the one who turns to

government only after he has done everything possible for himself. We broaden our considerations to include economic and ethical citizenship.

#### ALL SUBJECTS SHARE IN TASK

The factual backgrounds of citizenship are not confined to courses in history or civics. Daudet's *La derniere Classe* and Hale's *The Man Without A Country* are only instances of the rich resources of literature. Some of the most difficult problems for the citizen, such as state medicine, sewage and garbage disposal, control of epidemics, and food supply are considered in courses in science. In Germany, following World War I, the history textbooks were cleaned of all references to war; but the Junkers were still able to teach bad citizenship through the other courses of study. Science, English, music, physical education teachers and others can co-operate in a program for better citizenship.

A citizen must operate in various relationships. He is a citizen of his locality, of his state, of his nation. It is difficult to see how he can be a good citizen on one level without also being a good citizen on all. Thus a bad relation to the nation would not be counter-

balanced by a good relation to the locality. All have to go together. Similar reasoning would indicate that there is such a thing as good world citizenship, and such a relationship should not be omitted from our considerations.

#### EMOTIONS ARE IMPORTANT

There is an emotional side of the problem. We believe that patriotism, earnest love for one's country, is an essential quality. What is it, and how can it be achieved?

There is something very important in that jumble of psychological reactions which might be grouped under the term *self-reliance*. Certainly the American pioneer had this quality to a large degree, possibly because he had no one to rely upon. He made great sacrifices, however—long journeys, stormy crossings of the seas, dangerous treks over mountains precisely in order to put himself into a situation where he would be forced to depend upon himself. Self-reliant people guard their liberties. America needs a great resurgence of self-reliance. What is it? How do you achieve it? How can you arouse it in the young?

—From "The Phi Delta Kappan."

## THE SOUTH INDIA TEACHERS' UNION.

### Diary for the month of February 1952

- Feb. 2. Working Committee Meeting.
- 7. Dr. R. K. Shanmukham Chettiar agreed to preside over the 42nd Madras State Educational Conference—published in the dailies.
- 13. The S. I. T. U. Appeal to voters in the Teachers' Constituency sent to all the schools in the State.
- 16. President, Sri S. Natarajan, presided over the Salem District Educational Conference at Kaveripatnam.
- 19. The South Indian Teacher—January 1952—published.
- 22. The Balakalvi—January 1952—published.

# THE TEACHERS' COUNCIL

V. NATARAJAN.

The January 1952 issue of the South Indian Teacher opens with the Teachers' Charter for India, written by my good friend Sri M. S. Kotiswaran. This charter has been approved at the 11th All-India Educational Conference, Nagpur, 1935. It is a delight to feel that there is such a charter—that it is possible for teachers to dream of the existence of such a charter. But what has been done so far, from 1935 onwards to implement the various items of the charter granted to the teachers?

The charter alone is no good unless and until it is backed up by Republican Laws and State enactments passed in the Indian Parliament and the State Assemblies. To implement and give effect to the conditions laid down in the charter, there should be a National Council of teachers or a Central Board of Education constituted by the Indian Parliament and endowed with statutory powers. The State should also, in accordance with the Central Authority, constitute a statutory body—State Council of Teachers. Such Councils have been constituted and empowered in other professions. The Bar Council is controlling and supervising the interests of the lawyers and advocates. The Medical Council is doing the same work as regards doctors and registered medical practitioners. The Central Board of Auditors and Accountants is looking after the members of that profession. But there is no Teachers' Council to function in a similar manner to look after the teachers.

The elections to the Parliament, and the various State Assemblies are almost completed. The newly constituted assembly will begin to function very

shortly. Just at this time, the 42nd Madras State Educational Conference will be held in May under the distinguished Presidentship of Dr. R. K. Shanmukam Chettiar. It is most significant and fortunate that the teachers of the State should have chosen such a veteran politician and an experienced administrator as Sir R. K. Shanmukam Chettiar, to guide and direct the deliberations of the Conference. It will be most fitting if under his able guidance, the Conference prepares and offers to the legislators the draft of a bill for constituting a statutory body—the State Council of Teachers. What is to be the constitution of the Teachers' Council, what are the powers to be vested in the Council, how is the Council to function—all these are various details which are to be discussed at the Conference.

It is also significant that just at this time, teachers and graduates have to elect their representatives to the State Council. Some of the candidates have promised to work for the enactment of the Teachers' Charter. This is the most opportune time for the teaching profession to get their elected representatives to strive and succeed in getting the proper legislation enacted.

The Teachers' Council will promote and safeguard the aims of education and will regulate the conditions of all grades of teachers. The Council will solve the problem of the dearth of teachers by making suitable provision for the training of apprentice teachers under the guidance of experienced senior teachers in all schools. The Teachers' Council will maintain and uphold the dignity and status of the members of the teach-

ing profession, by dealing with all cases of unprofessional conduct. The Council will be empowered to suspend or cancel the teachers certificates, after proper enquiry and after giving full scope for the defence.

The official journal of the S.I.T.U. has as its motto and watch-word—Raise Yourself by Your Own Efforts. The constitution of the Teachers' Council, by an act of the legislature will be the only remedy for ensuring the healthy progress of education in the State, and for laying the foundation of an excellent convention that the dignity and efficiency of the teaching profession is entirely in the hands of the teachers themselves.

In 1918 at the Madras Provincial Educational Conference held in Conjeevaram, the writer of this article (he was then not in Government Service) attempted to get a resolution of this kind passed, but it was too early then. During the past ten years he has been impressing on all the District Guilds and other teachers' organisations, the imperative need for the constitution of a legally empowered Teachers' Council. After 1947 when our own representatives guided and controlled educational administration, it was the fond hope of the profession that some such enactment will be made. And now in 1952 at least let us look forward with greater hope for the realisation of this step.

## THE MADRAS TEACHERS' GUILD NORTH INDIAN EDUCATIONAL TOUR

Sir,

The North Indian Tour arranged by the Madras Teachers' Guild will come off in September 1952. It is tentatively proposed to have the tour between the 14th September and 6th October, for the reason that this period includes the Michaelmas and Dasara holidays. The Dasara holidays begin on the 19th. As most of the schools have their quarterly examinations just before the Dasara holidays, it may be possible to relieve such of the masters as are willing to join the tour without much inconvenience to school work.

This is a rare opportunity for teachers to go in company to the North and visit places of pilgrimage and historical importance. It is earnestly requested to arrange the holidays in such a way as to enable teachers that participate in the tour to be away for three weeks; if that is not possible, the work may be so adjusted so as to give relief to those that undertake the tour. The co-operation of the Heads of Institutions is earnestly solicited.

Fresh applications for participating in the tour will be entertained upto 30th June 1952.

**P. DORAIKANNOO MUDALIAR,**  
*President,*

**K. S. VARADACHARI,**  
**L. MARIA PRAGASAM,**  
*Secretaries.*

Yours faithfully,  
**T. V. SUBRAMANIA IYER,**  
*Convenor*  
**N. I. T. COMMITTEE,**

# FILMS AID EDUCATION IN BRITAIN

## IMPORTANT PART IN MODERN TEACHING PRACTICE

[*The addition of films to various other visual aids in education is playing an important part in modern teaching practice in Britain.*

*Responsible for the production and supply of films to educational institutions is the Educational Foundation for Visual Aids. This body also exercises other functions connected with promotional work on the use of other visual aids.*

*This paper describes these functions and how the organisation is helping students not only in schools, but in Universities and other institutions.]*

Changes in the outlook of educationists since the introduction of compulsory education on a national scale at the end of the nineteenth century have led on several occasions to modifications in the teaching system of the United Kingdom made in order to bring it into line with contemporary ideas. Modifications of this kind have usually had the effect of broadening the basis of teaching practice, and have thereby made it possible for those engaged in the teaching profession to adopt new instructional techniques and media as they become available, and to adapt them to the requirements of the schools. Two of the most recent innovations of this kind are broadcasting and visual aids.

A limited range of visual aids for teaching, e.g. reproductions of well-known paintings and drawings, maps, photographs and even commercial posters, has formed part of the ordinary classroom equipment for some years; and items from it have frequently been used by teachers at their discretion to illustrate points in their lessons which could usefully be illustrated in this way. Furthermore, from the time of its invention, the magic lantern has been used by public lecturers and others to explain educational subjects and to enliven educational talks. Until recently, however, illustrative teaching has played only a subsidiary part in the programmes of most schools and other educational establishments; and it was not until various social and other studies had shown what an immense influence the commercial cinema was having on

the minds of children and young persons that the potentialities of the film in education were fully understood.

By 1939, various investigations had proved, according to an article in the journal *Nature*, that the educational film 'helps children to remember; awakens interest and secures sustained mental concentration; stimulates by putting a point of view different from the teacher's, and by compelling the pupil to find his own words to express opinions and to describe scenes; and supplies material for the exercise of reasoning faculties'. The main reason why the film was used so rarely in schools at this date was that the majority of schools had no sound projectors; and it was therefore not an economic proposition to produce educational films in great quantity. It has been estimated that in 1940 there were only about 350 sound projectors in schools in England and Wales; and of the 700 silent projectors available, many were unsuitable for classrooms.

### THE EDUCATIONAL FOUNDATION FOR VISUAL AIDS

General recognition on the part of those responsible for education of the need for some form of central organization to encourage and co-ordinate the use of films in schools led in 1946 to the establishment of two committees—the National Committee for Visual Aids in Education and a production committee at the Ministry of Education. The first of these two bodies is representative of local education authorities and teachers' organizations, and is principally

## THE SOUTH INDIAN TEACHER

concerned with the preparation of production programmes based on the views of the teachers as to what films are required for showing in schools. The second, on which the National Committee, the producers of visual material and apparatus, the Ministry of Education and the Central Office of Information were represented, was superseded in 1948 by the Educational Foundation for Visual Aids, which took over from it the work of placing films in production and assumed a new function—that of supplying films to the schools.

The Educational Foundation for Visual Aids was set up as a non-profit-making educational trust with a governing body consisting of a chairman and eight other governors appointed by the Minister of Education in consultation with appropriate outside bodies. Initially, it received a repayable loan from the Ministry of Education, but it is not grant-aided and derives its funds from sales and services to local education authorities and schools. Its functions are; to market and distribute films, film strips and other visual material and to undertake promotional work on the use of visual aids.

### PRODUCTION OF FILMS

The majority of educational films are made by commercial companies either speculatively or at the specific request of some organization or other body, which then assumes full responsibility for the production costs. A few such films are made by individual teachers, school film societies or local education authorities on their own initiative, but such private undertakings are the exception rather than the rule.

In the production of educational films, commercial companies may apply to the Educational Foundation, which will then, in conjunction with the National Committee, arrange for an experienced teacher in the appropriate subject to be attached to the production unit as adviser, and will give any necessary guidance and assistance on scripting, on technical standards, on treatment and approach in relation to age groups, on the suitability of the medium and on the probable market. A film made

in this way gives credit on release to the National Committee for Visual Aids, this credit being a guarantee of content and presentation which materially assists sales to the schools.

The problem of making films and film strips suitable for use in schools readily available to those who wished to use them was tackled by the Foundation in three ways: first, by preparing comprehensive catalogues; secondly, by establishing a national film library; and thirdly, by encouraging local authorities and schools to develop their own libraries.

### FILM AND FILM-STRIP CATALOGUES

The catalogues, which have been published in six volumes according to subject matter, divide films and filmstrips into two categories—those that have a specific teaching purpose and may be used as part of the school curriculum, and those of more general interest suitable for general work in the classroom or for showing to school clubs or societies. The catalogues are widely used by teachers—by March 1951 over 25,000 had been distributed—and are kept up to date either by reprinting with additional material or by the publication of periodical supplements in *Visual Aids*, the monthly magazine of the National Committee for Visual Aids.

### FOUNDATION FILM LIBRARY

All the teaching films (film-strips are for purchase only) included in the catalogues may be borrowed from the Foundation Film Library, which at present holds approximately 1,200 titles of films and 2,000 titles of film-strips in stock. About 20,000 films were hired between the date of the opening of the library in April 1949 and the end of March, 1951. A special hire scheme was initiated in 1950 by the Association of Education Committees, which entitled each school in a local education authority area to borrow films from the library up to a maximum of 60 reels a year in return for a single payment by the appropriate authority. As a result, schools are now able to borrow any films they require without spending their own money—a factor which has made it possible for teachers to use films more

freely in classroom work than heretofore.

One of the primary functions of the Foundation Library is to supplement and reinforce the local authority and school libraries, which are not in a position to keep either so many copies of a single film or any film that is in infrequent use. Most schools however have their own library of film-strips and some hold copies of very short films that are in constant demand. Local authority libraries aim at collecting a wider range of films and film-strips than can be held by an individual school ; and stocks are being steadily increased.

All teaching films and film-strips listed in the catalogues may be bought from the Foundation, which is now the main distributor of educational films in the United Kingdom. The Foundation arranges previewing facilities for local education authorities on request ; and will procure any film that it does not hold in stock from the producer at a discount and resell it at a stated price.

No school or local authority is obliged to act through the Foundation in this matter, but the majority are glad to avail themselves of the service thus provided.

#### SUBJECT-MATTER AND TYPE OF FILM

Subjects covered by films and film-strips made for use in schools include : history, geography, English language and literature, foreign languages, science, sport, civics, economics, biographies, etc. These films may be sound films or they may be silent ; they may be in black and white or in colour ; or they may form part of what is known as a 'visual unit', i.e. a collection of films, film-strips, wall charts and other visual material designed to provide a complete illustration of a chosen topic.

The responsibility for choosing the type of film required for any particular subject rests with the teacher, who is at all times free to plan his own programme of instruction and to use such methods in the classroom as seem best to him. Films are not intended to do the work of the teacher or to impose upon him ideas with which he is not in agreement, but simply to provide him

with an additional means of driving his lesson home. The same principle applies to film-strips which may be used in their entirety or only in part so that they may be integrated into a lesson with other class activities devised by the teacher himself.

#### WORK OF FILM PROMOTION

The increased use of visual aids in schools is due in part to the increased purchase of projectors during the past five years—it is estimated that by the end of 1951 there were over 5,000 projectors in local authority schools in England and Wales alone, of which over 3,000 were sound projectors—and to the adaptation or building of class-rooms where films can be advantageously shown. Ministry of Education regulations lay down that in building new schools, halls and a certain number of class-rooms should be constructed with this end in view. It is also due to the encouragement and assistance given to teachers in the use of the new media by local education authorities and by the Foundation, which has contributed to promotional work by taking part in a number of educational conferences, by arranging courses for groups of teachers on the educational value of films and film-strips, by lending equipment and visual material to local authorities and other interested bodies for courses that they have arranged, and by advising teachers and local education officers on the selection of material and the choice, use and servicing of equipment.

#### FURTHER EDUCATION

In general, the use of visual aids is more advanced in local authority schools than in any other educational establishments. Films are, however, used to a limited extent in universities, particularly in relation to the teaching of science ; and since it is now open to universities to make application for grants of money for this purpose, further progress is likely in the future. What is already being done at one university may be seen from the fourth annual report of the Cambridge University Film Council in which mention is made of sessions of films for students of economics, of foreign languages, of archi-

ecture and geography as well as for those studying in the Departments of Zoology and Engineering. Attention is also drawn in the report to the use being made of films in research, e.g. for investigations into the flow of gases in internal combustion engines in the Department of Engineering ; in connection with research on survival at sea in arctic, temperate and tropical waters by the Department of Experimental Medicine ; for laboratory investigation into the action of waves on beaches by the Department of Geography ; and for various experiments in the Department of Experimental Psychology.

As regards adult education, the National Committee for Visual Aids has already held consultations with such bodies as the National Foundation for Adult Education as to the nature of visual material required ; and educational films were shown at the opening

festival of the Workers' Educational Association in the Autumn of 1951. Arrangements have also been made for the use of equipment now installed in schools by adult education classes, youth services, county colleges and other organizations.

#### EXCHANGE OF FILMS

The exchange of educational films between the United Kingdom and overseas countries recommended at the Scientific Film Congress in 1948 is already being put into effect. Two years ago, the British and Danish Governments agreed to make their officially produced films mutually available to audiences in their respective countries ; and this experiment has been repeated since. Films from overseas countries are intended for youth groups and adult organizations, as well as for use in schools.

—From British Information Services.

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## OUR LETTER BOX

### CHANGES IN EDUCATION

Sir,

It seems clear that this cannot be a year of plenty in education, and it is saddening to think how many schools, desperately in need of even ordinary decent buildings, must continue as they are. In spite of this, I wish to suggest that 1952 might be an important year in the history of English education and that changes are possible which would cost nothing and yet might alter the prospect of a profession in decline. For the financial argument is not satisfying by itself as an explanation why more able and enterprising young men and women are not taking up teaching as a career.

To understand this we need, I think, to look more deeply into the nature of the work and the professional opportunities of the majority of teachers. Is not the reason to be found in the degree of conservatism and conformity existing in the profession, combined with the narrow range of experience the work too often provides? Far too many school masters can be found to be doing at 50 much the same work as they did as beginners in their twenties. Greater freedom to move from one kind of post to another, greater responsibilities, greater participation in the working out of educational policy, a freer atmosphere of thought and discussion—these are things which impress me as most needed in education at the present time.

To some extent the stagnation of the profession is a result of the extreme separation between its administrative and scholastic sides. Schools, by and large, are controlled far too much by external and remote agencies. When full account is taken of the influence of the Ministry and the education authority, the churches, the old boys' associations, and what are supposed to be the demands of parents and employers, it is not surprising that so little variety of work and organization is to be found among schools of the same category.

No doubt all schools possess some individuality, and no doubt this is fostered by Directors of Education and Government Inspectors, but it is all very restricted, and it remains true that the schools have not yet won real freedom; nor, in most cases, have they the means of carrying out an individual policy which is the result of the views of the headmaster and his staff. Variety of work and wider opportunities for assuming responsibility are, I repeat, the chief needs of assistant masters, as autonomy and freedom from remote controlling powers are the chief needs of the schools. I am, yours faithfully,

ARTHUR E. BELL,  
Science Department, Royal Military Academy, Sandhurst.

—From "The Times", 8-1-1952.

(How does this compare with Education in India?—EDITOR.)

### B. O. L. DEGREE EXAMINATION

Sir,

The University of Madras has allowed the members of the teaching profession to qualify themselves by appearing for Intermediate and Degree Examinations without undergoing college courses. But in the case of Oriental Title-holders alone the University of Madras has not extended the same privilege. For though the Oriental Title is a University Title of the Madras University such titleholders are not allowed to sit for the B.O.L. Degree examination. They were given transitory permission to appear for the B.O.L. Degree examination till March, 1948. It was further extended till March 1950. Now this option is closed. It is not clear why this privilege is denied to Regional language teachers alone and why it should be provisionally allowed and then withdrawn after a certain time. An Oriental Title-holder who has reached a high standard in one language can get through the English language if permitted by the University. Hence Oriental

Title-holders can pass Part I of the Intermediate and after getting through it can pass Parts I and II-A of the B.O.L. Of course, there is no meaning in asking the Oriental Title-holders to appear for the same examinations in the language once again. In addition there are candidates who have passed Part I or II-A alone of the B.O.L. Degree examination extended under transitory provision. It is not clear what they should do to qualify for the B.O.L. Degree inasmuch as the transitory provision is withdrawn. Now it is said that the University will hold the B.O.L. Degree examination only till 1956, providing chances to bona-fide teachers to appear privately for the B.O.L. Degree examination. It is therefore prayed that the University of Madras and the Members of the Senate would think, over the hard lot of Oriental Title-holders and that concession may kindly be granted at least to candidates also—who are in half-way to the goal—to appear for the B.O.L. under transitory provision till 1956.

V. KRISHNAMOORTHY,  
Tamil Pandit,  
C. S. M. Girls' High School,  
Usilampatti, Mathurai Dist.

#### HINDI IN UNIVERSITY COURSES

Sir,

In addition to the Hindi Prachar Sabha, Madras which is doing excellent work in propagating Hindi in this part of our country, the Universities of South India are also contributing creditably their share in the field, and among them the Madras University ranks first. This University has introduced Hindi in all the courses of study conducted by it—from Matriculation to M.A. No other University in the South, except perhaps Hyderabad, conducts M.A. exam. in Hindi. In B.Com. Hindi is very popular in Madras. Yet, with all this, the University Graduate in Hindi stands far below in his ability to express himself through Hindi when compared to the certificate holders of the Hindi Prachar Sabha.

The South Indians are required to learn Hindi not for its rich literature or for its superiority over South Indian languages, but for its wide-spread use in our country. Ability to speak well in Hindi, therefore, is far more important than to fully appreciate Hindi Poetry. Bearing this in mind, the Hindi Prachar Sabha lays due emphasis on the development of the power of the Hindi student to express his thoughts through the medium of Hindi, whereas the University appears to sorely miss the vital point with regard to the study of Hindi language. University treats Hindi on par with Tamil, Telugu and other spoken languages of the South, laying stress on only the literary aspect of Hindi in its courses of study, and as a result of this, Hindi assumes the place more or less of a classical language in the college courses, which frustrates the very purpose of learning Hindi especially in the South.

In both Inter and B.A. there are two papers under Part II : (1) Prose and Poetry and (2) Composition and Translation. It would be in the interest of the Hindi students to have a third paper in Viva-voce, or a Viva-voce test may be introduced in the I paper in the place of Poetry. This step would give the students the required incentive to cultivate the habit of speaking in Hindi, which would enable them to manage well with greater ease with their brothers in the North.

Will the members of the Senate of the Madras University move in this direction?

S. R. SASTRI,  
Hindi Prachar Sabha Quarters,  
Thyagarayanagar, Madras 17.

#### HINDI TEACHERS IN SCHOOLS

The Government of Madras has done a good thing in popularising Hindi in this part of our country by making it obligatory for all High Schools in our State to appoint Hindi teachers, though the study of Hindi itself is made alternative to that of crafts. According to their qualifications and the nature of

work they do in schools, the Hindi Teachers are classified into Grade I and Grade II. Those who possess S.S.I.C. and 'Pracharak Diploma' are put in the Grade I and they get the L.T. scale of pay, whereas those who possess only 'Pracharak Diploma' with or without III Form come under the II Grade. Scales of pay according to these two grades are adopted in the schools run by the Government and in most of the aided schools.

But in Local Board Schools, the first Grade is denied to the Hindi Teachers, though they possess the qualifications prescribed, and in some cases even higher qualifications, on the plea that they do not work fully in the High School working in Local Board Schools that they have to get their pay according to the number of hours of work, when Hindi Teachers in Government Schools get their pay solely according to their qualifications.

Is it too much to expect the Madras Government to remove this invidious distinction between the Hindi Teachers working in Government Schools and Local Board Schools and sanction the same scale of pay of Grade I to all alike according to qualification alone ?

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#### AN ANNOUNCEMENT HINDI PRACHARAK TRAINING COURSE

S. R. Sastri, M.A., B.O.L., Siksha Mantri, Dakshina Bharat Hindi Prachar Sabha, Madras writes under date 19th February, 1952 :

The Government of Madras, in their G.O. No. 1424/Edn., dated 21—5—1951, directed that the Hindi Teachers working in recognised schools should undergo Pracharak Training within two years after appointment.

With a view of giving facilities to undergo Pracharak Training, it has been decided to run Hindi Pracharak Vidyalayas at Trichinopoly, Bezwada and Madras from 1st May, 1952 to 1st May 1953. Those who have passed the Visharad exam. in Hindi and III Form, and possess at least one year's teaching

experience, and are above 18 years are eligible for admission into these Vidyalayas, but in Madras only lady candidates will be admitted. The selected Trainees should stay in the Hostel attached to the Vidyalayas and lead a community life. Instruction will be free.

Eligible candidates, desirous of seeking admission into the above Hindi Pracharak Vidyalayas, are requested to apply in the prescribed form to the Siksha Mantri, Dakshin Bharat Hindi Prachar Sabha, T'Nagar, Madras 17 on or before the 15th March, 1952. Application Form and the Prospectus can be had on writing to the D. B. Hindi Prachar Sabha, Madras 17.

SIKSHA MANTRI.

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#### THE GOVERNMENT AND TEACHERS' UNIONS.

Sir,

As per G.O. No. 416 dated 24—2—'39, many Taluk Ele. School Teachers' Unions were started and they are doing useful work among elementary school teachers. Not satisfied with this only organisation, the elementary school teachers wished to form District and Provincial organisations for elementary school teachers. But to the great dissatisfaction of elementary school teachers, the Government introduced the G.O. Ms. No. 2775 Education, dated 24—10—1951. This G.O. clearly permits teachers to form District Ele. School Teachers' Unions. We quite welcome this. But the G.O. at the same time cancels the recognition accorded to Taluk Ele. School Teachers' Unions. This is really a blow on the Ele. School teachers.

Just look at the Congress organisation, which is really ruling the country today, Village and Town Congress Committee, Taluk Congress Committee, District Congress Committee, Provincial Congress Committee and then All-India Congress Committee. Is it not enough if there is only one organisation for the whole country, viz., All-India Congress

(Continued on Page 56)

## NEWS AND NOTES

### MADURAI.

A party of scouts, students and teachers of the Setupati High School, Madurai went on an Educational Tour to Trivandrum on the 25th December, 1951. The strength of the party was 64 including 11 teachers.

The party visited Trivandrum, Cape Comorin, Suchindram, Nagercoil, Tinnevelly, Lower Dam, Upper Dam, and Papanasam Power House, and returned to Madurai. Every one enjoyed the trip very much. Sri K. S. Krishnan, M.A., B.T., led the party and many other teachers assisted him in making the trip a grand success.

### HINDUPUR.

The staff and students of the Local Municipal High School celebrated the 3rd Anniversary of the Republic Day, Mr. Syed Hussain, Municipal Commissioner, presiding. The programme began with Flag Hoisting at 9 a.m. by the Commissioner. Messrs. D. Krishniah, T. Gurumurthy, Vidwan G. Mruthyunjaya Sastry and S. Subbarayam, spoke on the occasion.

Sarvodaya Day was also observed by the staff and students of the Local Municipal High School on 30—1—1952.

### MAYURAM.

A play festival for the children of Elementary Schools in the Mayuram Zone was conducted on February 8, 1952 under the presidency of Janab Mahomed Usman Sahib, M.A., L.T., Divisional Inspector of Schools, Madurai in the grounds of the Municipal High School, Mayuram. 480 boys and 624 girls participated in the activities. Aided Schools, Municipal Schools and Labour Schools numbering 34 were represented. There were about a dozen items which were all enjoyed by a large gathering of parents, teachers and

the public. The festival was made possible by the co-operation of the public who donated nearly a thousand rupees in connection with the conduct of the festival. Special mention has to be made of the Head of the Dharmapuram Mutt for the distribution of sweets to the children and the lending of the amplifying apparatus and Mr. M. S. Ponnuswamy Iyer, Chairman, Municipal Council, Mayuram.

### GREAT BRITAIN

#### RESEARCH SCHOLARSHIPS TO COMMONWEALTH STUDENTS Value Increased.

The value of the research scholarships awarded to students from the overseas countries of the Commonwealth by the Royal Commission for the Exhibition of 1851 is to be increased from £350 to £450 from July 1 this year, it has been announced in London.

These scholarships are among the various undertakings of the Royal Commission, which is a permanent body administering surplus funds—amounting to £186,000—left over from the Exhibition of 1851.

From India, Pakistan, Australia, New Zealand, South Africa and the Irish Republic "1851" scholars go to Britain every year to continue their scientific training. Arrangements have now been made to extend the scheme to include the University of Ceylon and the Universities and University Colleges of the Colonies.

Among the scholars from overseas who have gone to the U.K. during the present academic year to take up post-graduate studies is Mr. K. H. Pandey of the Indian Agricultural Research Institute in New Delhi, who is specializing in cytogenetics at the St. John Innes Horticultural Institution at Bayfordbury in Hertfordshire.

## KUMBAKONAM.

An Educational Exhibition was conducted in the Town High School, Kumbakonam, in connection with the joint celebrations of the School Day and the Old Boys' Day. It was opened by Sri A. Gopalan, District Educational Officer, Tanjore West, on the evening of the 22nd February and it was kept open to the public till Monday, the 25th February. Many citizens of the town visited the Exhibition and it was highly appreciated by all the visitors.

The School Day and the Old Boys' Day of the Town High School, Kumbakonam, were celebrated on the evening of Saturday, the 23rd February, under the Presidentship of Sri C. Raghunathan, Divisional Inspector of Schools, Madurai. The function was largely attended by the parents of present boys, many distinguished Old Boys and the elite of the town. All the items especially the entertainments given by the

girls of the school were highly appreciated by the audience. After addresses of welcome were made by Sri O. N. Subramania Aiyar, President of the Old Boys' Association and Sri K. Raghava Ayyangar, Headmaster of the School, the Report of the Old Boys' Association was read by Dr. R. Narasimhachariar, Secretary of the Old Boys' Association. The President of the Day delivered his address in which he referred to his days in the school when teachers used to inflict corporal punishment and how he himself took more to games than to academic studies. He advised the present boys to be well-disciplined and to devote every attention not only to their studies but also to their physical development. He then distributed the prizes to the pupils of the School who had distinguished themselves at the last year's annual examinations and the annual competitions on the academic side held for the purpose. With a vote of thanks the function terminated.

(Continued from Page 54.)

Committee? No. All the Committees are absolutely necessary for the sound working of the Congress Mahasabha.

When such is the case, is it not necessary that the elementary school teachers also should have a Taluk, District and Provincial organisation to safeguard their interests? I request all those who are interested in the elementary school teachers to think over the matter and induce the Government to modify the G.O. Ms. No. 2775 Education, dated 24—10—1951 suitably so as to permit

elementary school teachers to form District Elementary School Teachers' Unions in addition to Taluk Ele. School Teachers' Unions. It is even proper on the part of the Government to permit the teachers to form a Provincial organisation for elementary school teachers.

(Sd.) R. M. Ganapathi,  
Secretary,  
Tiruchendur Taluk Teachers'  
Union.

Kulasekharapatnam,  
28—2—1952.

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## FROM OUR ASSOCIATIONS

### SRIVILLIPUTTUR.

The half-yearly conference of the Ramanathapuram District Teachers' Guild was held in the headquarters of the Guild in the G.G.S.H.H. School, Srivilliputtur. The President of the Guild, Sri R. Narasimha Rao, B.A., L.T., Headmaster of the G. G. S. H. H. School presided. Sri N. S. Subramania Iyer, B.A., L.T., Headmaster, S. S. B. H. School, Rajapalayam, occupied the chair during temporary absence of the president.

The Executive Committee met at 10 a.m. After silent prayer the president welcomed the members. The Secretary of the Guild, Sri N. Subbaraman, B.A., L.T., Assistant, G.G.S.H.H. School read the minutes of the last meeting and the statement of the accounts of the Guild up to 31-1-1951 were read and passed unanimously. The draft resolutions were discussed and approved to be placed before the General Body.

At 11 a.m. the General Body met. About seventy delegates from various parts of the district were present.

The meeting began with silent prayer. The Secretary read the proceedings of the Quarterly Conference which were passed unanimously. Sri G. Krishnamurthy of Thiruchirapalli, Joint-Secretary, S.I.T.U., sent a message for the conference on the responsibilities of teachers in the coming election. His message was read by the Secretary.

Sri S. Krishnaswamy, B.A., L.T., District Educational Officer, Ramanathapuram addressed the gathering. The D.E.O. in his address said : 'The main objectives of the reorganized scheme were not thoroughly appreciated by many. The district guilds have to play an important part in this matter. Instead of going through routine activities, they should discuss professional subjects and help to improve the quality of teachers. They should prepare a programme of such activities for each quarter and invite the members or experts to address them and discuss topics of professional value. They should

print such discussions and circulate them among the fellow teachers of the State. The staff council instead of doing routine things which the Headmaster himself can look after should organize study circles in all subjects with the seniormost L.T. Assistant as the convener for each subject. All subjects of the curriculum should be correlated. The guide book in C.T. gives only a specimen and the course should include practical activities based on all subjects. Craft-teaching is not up to the mark. The pupils should keep a record of the progress and to evaluate them a panel of three teachers including the craft teacher should be formed. Special aptitudes of pupils and teachers should be noted down by the Headmaster and reported to the higher authorities for recognition. Physical Training teachers should concentrate on certain forms of physical culture and hold public demonstrations. The Junior Red Cross ought to be encouraged in every school. Pen-clubs are very useful.'

The following resolutions were passed unanimously :—

1. This Conference requests the Government

- (i) to adopt immediately the scales of salaries recommended by the Conference of the Presidents and the Secretaries of the District Teachers' Guilds of the State ;
- (ii) to grant the same rates of D.A. as are paid to the employees of the Union Government, and urges on the Government the need for (a) the immediate revision of the salaries of the Secondary Grade Teachers, (b) parity of the conditions of service for teachers under all agencies and (c) a suitable provision for old age in the shape of provident fund cum insurance cum gratuity and pension,

2. This Guild requests the Government to revise the scales of pay of physical education teachers at the following scales :—

- (i) Diploma in Physical Education, Rs. 100—10—200.
- (ii) Higher Grades Rs. 80—5—150.
- (iii) Lower Grades Rs. 70—4—130.

3. This Conference feels that the change recently introduced in the matter of making railway concession available for school children or excursion parties, etc., so as to get the prior sanction of the District Traffic Superintendent is causing a good deal of inconvenience militating against educational progress. This Conference recommends therefore that the Station Masters may be authorised to issue tickets at concession rates to parties of school children and the teachers accompanying the parties as before.

4. This Conference requests the Government that in the postal ballot papers for teachers' and Graduates' constituencies, the declaration of the voter with the attestation be printed in separate slip to be enclosed in the outer cover as was done for the election to the University bodies so that the secrecy of the ballot may not be violated.

The Conference authorised the Secretary to communicate the copy of Resolution No. 4 at once by express delivery to the Election Commissioner at Madras.

5. This Conference requests the Government that, if it is not possible to drop the regulations about attestation altogether, it may be pleased to issue orders empowering the Heads of the High Schools and Principals of Colleges also to attest the declaration of the votes from the Graduates' and Teachers' Constituencies, as it will be difficult for teachers to get the declaration attested by Magistrates.

The President in his concluding speech thanked the District Educational Officer for his instructive and illuminating address and assured him that the members of the Guild would try their best to follow his valuable suggestions. He urged the teachers to dedicate themselves whole-heartedly to

the discharge of their duties, leaving their rights, privileges and dignity to take care of themselves.

The Secretary thanked the lecturer, the president and the delegates. The gathering came to a close with the singing of the National Anthem.

#### TIRUCHENDUR

The General Body meeting of the Tiruchendur Taluk Aided Ele. School Teachers' Union was held at Kamalia Higher Ele. School, Sattankulam on 23—2—1952 at 10 a.m. Sri N. Venkatachalam Iyengar presided. About 100 teachers were present.

Resolutions were passed requesting the Government to take into account all reasonable expenses in Ele. Schools as admissible expenditure, and also to pay Rs. 3 per teacher about their grant by compelling the management or by direct payment by the Government.

A resolution was passed requesting the Government to suitably amend G.O. Ms. No. 2775, dated 24—10—'51 so as to permit teachers to form District Ele. School Teachers' Unions in addition to (but not in place of as the G.O. now says) Taluk Ele. School Teachers' Unions.

The next meeting of the Union will be held in July at Tiruchendur.

#### KURNOOL

The Twenty-first Education Week was celebrated in the premises of the District Teachers' Guild House, Kurnool on 2—2—1952. This year the Week could not be celebrated earlier as usual since the teachers were busy with election work.

In this connection the District Inter-School Oratorical Contest was conducted at 2 p.m. in the Municipal High School, Kurnool. Messrs. G. K. Srigiri Rao, M.A., B.L., Pleader, N. V. Krishnamurthy, Lecturer, Osmania College, Kurnool, and C. V. Venkatakrishna-sarma, Ubhayabhasha Pravina, were kind enough to act as judges for the contest. G. Natarajan of the Municipal High School, Kurnool, secured the first prize, thus winning the shield for his school. The second prize went to S.

## THE SOUTH INDIAN TEACHER

Prahala<sup>da</sup> Sarma, a pupil of the Board High School, Atmakur, and G. Venkata Subbiah, a pupil of Board High School, Nosam, got the third prize.

In the evening a public meeting was held in the Guild House over which Sri K. R. Krishnaiah Chetty, District and Sessions Judge, Kurnool, presided. Sri G. Narayana Rao, Professor, Osmania College, Kurnool gave an interesting lecture on "CHILDREN-OUR-HOPE".

Sri M. Lakshminarasu, District Educational Officer, Kurnool, while distributing the prizes appreciated the work of the Guild on its academic activities and congratulated the winners in the contest. He suggested to the Guild to take up the Adult Education work which was very essential for the safe piloting of our own affairs in future. He added that this work must all the more be easy for the Guild now since it has its own House and other conveniences.

In the absence of the secretary Sri H. Krishnamurthy, who had been to Madras to attend the S.I.T.U. Working Committee meeting, the joint secretary Sri G. Rajaratnam gave a brief report about the conduct of the Week usually, the circumstances under which it was delayed this year and also about the District Inter School Oratorical Contest. He also touched about the Guild House construction and hoped that it would be completed shortly.

Earlier the president of the Guild Sri K. N. Pasupathi, welcoming the guests assembled, referred to the recent changes introduced in the system of education which were meant to tackle the individual school child and develop the faculties by suitable and co-ordinated activities provided for him. He appealed to teachers to contribute funds for the construction of the Guild House.

The lecturer Sri G. Narayana Rao, emphasised the need for sowing proper seeds in children while they are in their plastic period of development, the provision of attractive books and the adoption of new technique in teaching faculties. Quoting from Tennyson how as knowledge of science progresses wisdom lingers, he cautioned mere

science without wisdom would result in the teachers' becoming recreant when the coming of the child as man would result smiting his brothers. He stressed the need of both science and wisdom going together which alone would make our children our future hope. The teacher being the banker and children his capital, it was for the teacher to invest this capital in such a way that could win the proper homes in the intellectual, moral and ethical development of the child. He further stressed upon the responsibility of the teacher in creating a proper environment for the small child in its germinating condition. Detailing upon the valuable aids which the extra curricular activities would afford for educating the child, he appealed to teachers not to delete religion from their curriculum which is rather in a withering condition.

Sri Krishnaiah Chetty, the Chairman of the day, endorsed fully the views of the lecturer and dealt on the teacher paying his attention to train the pupils in such a way as would develop that culture which would make them understand others well and be serviceable to one and all. He sympathised with the present lot of the teachers and appeared to regret for the past irregular steps of coaching of their present pay-masters during their earlier days as children, which was void of that wisdom or culture of understanding the duties and the bare necessities of a teacher. He regretted for the hectic rise in the prices which added to the miseries of teachers as also of several others. Though they were working under adverse circumstances, the learned Judge, reminded the teachers of the responsible task that lay on them in building our nation. He appreciated the good work of the Kurnool District Teachers' Guild in possessing a building of their own and the Guild's academic activities and appealed to the generous public to help the Guild in completing the Guild House.

In the end Sri M. Venkateswarlu, the treasurer, proposed a vote of thanks to all the guests and the meeting terminated.

### SALEM DISTRICT EDUCATIONAL CONFERENCE

The Salem District Educational Conference was held in the Board High School, Kaveripatnam (Salem) on the 16th February, 1952 under the presidency of Sri S. Natarajan, B.A., L.T., President, South India Teachers' Union, Madras. Delegates from all parts of the district attended the Conference and almost all the affiliated Associations were largely represented. The pandal specially erected for the occasion was packed to the capacity.

After prayer, Sri R. Krishnan, B.A., L.T., Headmaster, Board High School, Kaveripatnam and Chairman, Reception Committee welcomed the delegates and visitors and stressed that illiteracy should be liquidated to work the democracy successfully and the teaching profession should be made attractive to draw in it efficient men in large number. He appealed to Teachers' Associations not affiliated to the Guild to join and make the Guild thoroughly representative body of the teaching profession in the District. He requested Sri N. D. Sundaravadivelu, M.A., L.T., Deputy Director of Public Instruction to declare the Conference open.

The Deputy Director opening the Conference paid a tribute to the services rendered by the late Mr. K. A. Nachiappa Gounder as President, District Board, and the late Mr. A. Ramaswami Gounder as Principal of the, Salem College in the cause of education. The Madras State, he said, was at present spending about 6 crores of rupees for Elementary Education and they could not spend more for want of finance. Their new Constitution had demanded that within ten years compulsory elementary education should be introduced all over India. They had therefore to make rapid progress in the following eight years. For nationalising education they would require 60 crores of rupees. It will not be desirable to eliminate completely the aided agency as they are shouldering a third of the financial burden. Teachers would do well to persuade private philanthropists to open more schools and help

them as much as they could. Unless private philanthropy came to the aid of Government, he did not think that their dream of imparting compulsory education up to the higher elementary stage at least could be realised. Referring to the role of teachers he said they should consider themselves as a part of society. When asking for special concessions they should not forget other sections of society.

Sri S. Natarajan, President of the S.I.T.U. presiding over the Conference said every teacher must have full belief and faith in his mission and in his capacity to do this mission. He advocated that teachers should be given more freedom and advised the teachers not to get entangled in politics. He urged them to prepare a draft scheme for training the future citizens. The present system of education made the teacher concentrate more on preparing the pupils for the final examination. Though five years have passed since the advent of freedom, they were still thinking in the same old way as under British rule. He felt a change in the educational system was urgently needed. Undue restrictions in education hindered progress. After the advent of independence leaders paid more attention to division of power, favours, etc., than to national educational scheme. Teachers should have the freedom to shape the details of the educational scheme. Dearth of teachers was keenly felt everywhere. He suggested that Government and Local Bodies might content themselves with running model schools in selected centres and private enterprise might be allowed giving considerable latitude to teachers to adopt suitable methods in teaching. A bold and liberal policy was called for from Government who should give all encouragement for a large number of privately managed schools. Private agencies could open more schools but they must be made to feel that the Government did not view them with suspicion. He said while many secondary schools were opened in the State recently mostly by local bodies, the members of which were very keen to have them opened with an eye

on the elections, they forgot to make adequate provision for training teachers. The State still needed 3,000 teachers.

Sri K. S. Chengalroya Aiyar read messages from Sri C. Rajagopalachariar; H.E. The Governor of Madras; Sri K. S. Subramanyam, President, District Board, Salem; Sri E. N. Subramanyam, Vice-President, S.I.T.U.; the Secretary, S.I.T.U.; Rev. D. Thambusami, President, S.I.T.U. Protection Fund Ltd., Madras; Sri C. Renganatha Aiyangar, Hon'y. Propaganda Officer, S.I.T.U.; Sri V. Natarajan; Sri C. R. Narasimhan; Sri A. Sambasivam; Sri E. H. Parameswaran; Sri M. J. Sargunam; Sri A. M. Kanniappa Mudaliar; Sri P. R. Subramanyam; Sri T. S. Muthusami, Headmaster; Mr. Manickam, Secretary, Co-operative Central Bank, Salem and others.

Mr. C. D. S. Chetti, Principal, Madurai Thiagarajar College speaking on "The State in Relation to Education" stated that education was the business of the State. If private agencies had stepped in, it was because of the State having failed to do its duty. It was for the Government to find funds for the reform of Elementary Education. Referring to the plight of teachers he suggested they could be linked to the corresponding grades of employees in Government service in regard to service and salary.

Sri R. Krishnan thanked the Deputy Director and the visitors that attended the Conference.

In the afternoon session about forty resolutions were passed.

It placed on record its deep sense of sorrow at the demise of King George VI, Sri S. K. Yegnanarayana Aiyar, Sri C. S. Srinivasachari, Dr. C. R. Reddi, Sri K. A. Nachiappa Goundar, Justice K. Sundaram Chettiar, Sri T. A. Ramalinga Chettiar and Sri C. S. Krishnasami Ayyar.

The Conference by another resolution congratulated Sri K. Subramanyam, President, District Board, Salem and Sri A. Sambasivam, ex-President, Salem District Teachers' Guild on their election to the Madras State Assembly.

It viewed with grave concern the reply of the State Government in regard to giving effect to the modest recommendations on salary scales of teachers made by the S.I.T.U. and appealed to H.E. the Governor to appoint a Commission of Enquiry to go into the matter and direct the Government to give effect to its recommendations. It also requested the Government to appoint a Committee to enquire into the question of reorganising elementary education in view of the changes made in the Secondary School Course. It sought permission for all Secondary Schools to reopen fourth and fifth classes ordered to be closed two years back. The right of voting now conferred on Secondary School staff in regard to the election to the Upper House from the Teachers' Constituencies, the Conference urged, must be extended to teachers in Elementary Schools also. It pleaded for starting at least a Second Grade College in Krishnagiri or Dharmapuri in the ensuing academic year to serve the Northern Taluks of Salem District and requested the Salem District Board and local Legislators to work for the same. The other requests included free educational facilities for teachers' children, compensatory allowance for teachers employed in drought areas like Kadathur, a house rent allowance, dearness allowance at Union Government rate, parity of service conditions under all agencies, suitable provision for old age in the shape of Provident Fund-cum-Pension cum Insurance and the appointment of experienced secondary grade teachers as Headmasters of Middle Schools.

It urged upon Government to direct all secondary schools to have  $33\frac{1}{3}\%$  of the L.T. cadre in the First Grade, to fix a decent salary for Middle Schools' Headmasters, to adopt immediately the scale of Rs. 60—4—120 to Secondary Grade teachers, Rs. 45—3—60—2—90 to Grade II Pandits, Rs. 60—4—120 to Higher Grade P.T.I.s. to fix a separate scale of pay for Inter-trained teachers and to permit them to work in IV Form paying them an allowance of Rs. 15 to permit the employees to join the Provident Fund Scheme as soon as the probation

period is over, to start the L.T.s. on Rs. 100 as is done in the case of Government servants, to fix the age limit at 60, to waive recoveries from teachers occasioned by introduction of new scales, to grant at least one advance increment or to fix the pay at the next higher stage when introducing new scales of salaries, to take into consideration the previous service of teachers for purposes of all privileges including leave, pay, etc.

It requested the Director to issue orders not to treat Saturdays as on casual leave when teachers go out of headquarters.

It requested the Government to pay the Aided Elementary School teachers, three rupees, the amount to be paid by the managers and take into consideration the payment of managers' contribution to the Teachers' Provident Fund when calculating the payment of grant to Elementary Aided School Managers.

It requested the President, District Board, Salem, to grant duty allowances to teachers doing the duty of headmasters for the period on duty and not to transfer elementary school teachers from one Taluk to another.

Sri M. S. Subramania Sastri, M.A., L.T., Headmaster, Board High School, Katpadi (North Arcot District) spoke on "U.N.O. and World Citizenship". He stressed on the need for teaching pupils the principles, the different organisations and the achievement so that they may become good and useful world citizens. He appealed to the teachers to take abiding interest in imparting such knowledge to them.

Sri G. Krishnamurthi, Joint Secretary, S.I.T.U. in the course of his speech on "Teachers and Elections" requested all teachers to exercise their franchise in the best interests of the profession and its organisation and not to allow themselves to be influenced by any extraneous considerations.

In his concluding speech, the President laid stress on professional solidarity and appealed to the teachers to join the S.I.T.U. Protection Fund which is celebrating its Silver Jubilee this year and strengthen the teachers organisation. He thanked the Reception Com-

mittee for the splendid arrangements made for the Conference.

Mr. K. Subrahmanyam Chetti, B.A., L.T., President, District Guild, thanked the President and the Reception Committee.

Mr. R. Krishnan on behalf of the Reception Committee proposed vote of thanks to the President, lecturers, delegates, donors and others. With the singing of the National Anthem, the Conference was brought to a close.

There was a dinner at night to the delegates and elite of the locality. There was a dance recital by the girl pupils of the school.

After tea at 6 p.m. the General Body meeting of the District Guild was held under the presidency of Sri K. Subrahmanyam Chetti, President of the Guild.

Mr. Sapharishi Aiyar addressed the teachers on National Savings Scheme.

After the passing of accounts the following office-bearers for the year 1952 were elected :—

#### President :

Sri E. Shanmugam, B.A., L.T.,  
Headmaster, B. H. S.,  
Krishnagiri.

#### Vice-Presidents :

1. Sri R. Krishnan, B.A., L.T.,  
Headmaster, B. H. S.,  
Kaveripatnam.
2. Sri Ramasami Pillai,  
Board Higher Elementary  
School, Thannirpandal-  
palayam, Trichengode Taluk.

#### Secretary :

Sri N. Nanjappa, M.A., B.O.L., L.T.,  
Headmaster, Board Secondary  
School, Papireddipatti  
(Harur Taluk).

#### Joint-Secretary :

Sri T. D. Srinivasan,  
Little Flower High School,  
Salem.

#### S.I.T.U. Executive Board Member :

Sri N. Nanjappa, M.A., B.O.L., L.T.

The Krishnagiri High School Teachers' Association invited the District Guild to hold its next Conference at Krishnagiri and it was accepted with thanks.

## TIRUNELVELI.

The Half-yearly Educational Conference of the Tirunelveli District Teachers' Guild was held in the Subbiah Vidyalayam Girls' High School, Tuticorin, on Saturday 16-2-1952 under the auspices of the Tuticorin Teachers' Federation. Rev. Sathia Samuel, B.A., L.T., Principal, Bishop Sargent Training School, Palayamkottah presided. More than 400 delegates and nearly 300 visitors attended the Conference. The proceedings opened with prayer by the Girls of the Subbiah Vidyalayam Girls' High School.

Sri K. R. Chandrasekharan, M.A., L.T., President of the Guild welcomed the opener of the Conference, the chairman of the Reception Committee, the President, delegates and visitors. Sri G. N. Viswanatha Ayyar, B.A., L.T., Vice-President of the Guild seconded the proposal of Sri Chandrasekharan requesting Rev. Sathia Samuel to take the chair.

Sri M. V. Sundaravel, Chairman, Municipal Council, Tuticorin and chairman of the Reception Committee of the Conference welcomed the delegates. In his address he pointed out the importance of the task entrusted to teachers and stressed that it was the duty of the public and the Government to ensure at least living wages to teachers.

His Lordship the Rev. Francis T. Coche, S.J.D.D., Bishop of Tuticorin declared the Conference open. He said that the success of democracy depended on the liquidation of illiteracy and emphasised that education must be the first charge on the revenues of the State.

Sri Arthur Asirvatham, B.A., L.T., Joint Secretary of the Guild then read the messages received. There was sweet entertainment by the Girls of Subbiah Vidyalayam.

The learned President in his address emphasised that the teacher was the architect of the Child's future. It was in the interest of the country to have a body of well-trained healthy, contented teachers. He exhorted the teachers to improve their knowledge day by day,

keep abreast of the times and equip themselves to be efficient teachers.

Sri P. K. Sundaram, lecturer in Logic, V.O.C. College, Tuticorin delivered an interesting and thought-provoking address on "Child and the Man".

The Conference adjourned for lunch at 12-15 p.m. and reassembled at 2-15 p.m.

After prayer by Sri Arthur Asirvatham and the Girls, Subbiah Vidyalayam, the Secretary of the Guild, Sri N. Krishna Ayyar, gave a short report on the progress of Guild work. He requested the Teachers of the Tirunelveli District to collect as much money as possible for the Silver Jubilee Building Fund and to join Protection Fund in great numbers. He incidentally mentioned that owing to the untiring efforts of Sri K. Krishna Ayyar, Tirunelveli District stands first in the membership of the Protection Fund. He welcomed the growing interest shown in the Guild by College Associations, Ele. Teachers' Associations and Girls' School Associations.

An interesting discussion on the New Type Questions was initiated by Sri K. R. Chandrasekharan the President of the Guild. Professors from the V.O.C. College and teacher delegates participated in it. The Tuticorin Teachers' Federation was at home to the Delegates and visitors. After tea, a number of Resolutions for the betterment of the teaching profession and the improvement of education were passed.

After the President's concluding speech, the Secretary of the Guild proposed a vote of thanks.

## COONDAPOOR.

**Resolution.**—In view of the fact that almost all the Aided High Schools in this district have adopted Government scales of pay for their teachers, and as such it is only the teachers in Board High Schools in this district that are now being paid the lower scales of pay, and as this invidious distinction is not only a great hardship to the Board School teachers, but is also galling to their self respect.

## FROM OUR ASSOCIATIONS

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This Association of Teachers of Board High School, Coondapoor, requests the Government of Madras to permit the South Kanara District Board to adopt Government scales of pay for teachers in the High Schools under this Board with effect from the commencement of the current financial year at least.

### THE MADRAS TEACHERS' GUILD.

At a meeting of the Madras Teachers' Guild Council held on 28—2—1952 at Sir P. Theagaraya Chettiar High School, Washermanpet, the various candidates for M.L.C. election from the Teachers' Constituency were given an opportunity to address the members. Sri C. D. S. Chetty, Sri K. Ranganathan, Sri V. Bhuvaramurthy and Sri T. P. Meenakshisundaram were present. Telegrams were received from Sri Mariarathnam of Madura, Sri Parameswaran of Ambasamudram and Sri Balasubramanian of Nagapattinam, requesting for support of the Guild and expressing their inability. Mr. P. Doraikannu Mudaliar, the President, explained to the Council at the very outset that the Madras Teachers' Guild was observing an attitude of strict neutrality in the matter of this Council Election following the general policy of the S.I.T.U. It had invited the various candidates who solicited its support to address the Council so that the members might have an opportunity to hear what the various candidates wished to say. Mr. C. D. S. Chetty explained that he wished to bring the University within the reach of every man and woman of this State and at the same time he would work for the betterment of the teacher within the framework of the general economy of the country at large. Mr. K. Rangathan pleaded that the secondary grade teacher is as important an individual as any other teacher in the scheme of general education of the State and country and as such the members

should send at least one secondary grade teacher to the Council. Mr. Bhuvaramurthy explained that he was an ardent worker of the S.I.T.U. for the past several decades and he wished to carry out the mandates of the Union to the best of his ability, in the Council. Mr. T. P. Meenakshisundaram reminded the members that they must realise the sacred trust in their hands in regard to this election for the Council of elders and exhorted them to vote freely and wisely.

The Secretary, Mr. L. Mariapragasam, congratulated the various candidates for their lucid speeches in which they took care not to embarrass the members in any way. He told them that the dignity of the Madras Teachers' Guild should be upheld at all costs and that the purpose was best served only when they faithfully follow the policy of the S.I.T.U. and observed strict neutrality. The members had heard the speeches and they were free to vote for the teacher candidate.

With a vote of thanks the meeting terminated.

*Approved by all the State-Governments.*

## EDUCATIONAL INDIA

*Edited by*  
**Prof. M. YENKATARANGAIYA, M.A.**

"I have always found 'Educational India' to be lively and interesting reading and its approach to educational problems is generally enlightened and progressive."

—Prof. K. G. Saiyidain.

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*Office:*

**MASULIPATAM (S. India)**

# THE S. I. T. U. PROTECTION FUND, LTD.

**Details of Policies issued in January and February 1952**

## District and School-Wise:

### **NORTH ARCOT:**

Don Bosco High School, Vellore	5
Board Middle School, Vettavalam	1
Board High School, Desur	1
Panchayat Board School, Cengadu, Walajapet P.O.	1
Board Hr. Elementary School, Namali P.O.	1
Panchayat School, Velam- kuppam, Keeloor P.O.	1
	—

### **MADRAS :**

Egmore High School, Madras	1
T. Narayanaswamy Nayagar Ele. School, Madras	1
N. Sama Rao Elementary School, Madras	1
National High School, (Boys) Madras	1
	—

### **TIRUCHIRAPPALLI :**

V. V. High School, Tirupalathurai	2
South Chithra Municipal Elementary School (Girls) Srirangam	1
	—

### **TIRUNELVELI :**

Board Elementary School; Sankaralingapuram;	2
Nagalapuram P.O.	—
Hindu Elementary School, Melapuliyur, Tenkasi	1
	—

### **COIMBATORE :**

Board High School, Perundurai	1
Diamond Jubilee High School, Gopichettipalayam	1
	—

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### **MADURAI :**

C. P. Union High School, Cumbum	1
Board Hr. Elementary School, Karungattankulam, Chinnamanoor P.O.	1
	—
	2

### **RAMNAD :**

Visalakshi Kalasala High School, A. Thekkur	1
	—
	1

### **SOUTH ARCOT :**

Municipal High Sc cl, Villupuram	1
	—
	1

3

Total

26

# THE S. I. T. U. PROTECTION FUND, LTD.

**From**

PROFESSOR K. B. MADHAVA, M.A., F.N.I., A.I.A.,  
 Actuary, 130, Lloyds Road, Madras-6.

**To**

THE MEMBERS OF

THE SOUTH INDIAN TEACHERS UNION PROTECTION FUND LTD., MADRAS.

No. 562, March 6, 1952.

**GENTLEMEN :**

1. I have great pleasure in sending you this review on the valuation of the liabilities on life assurance policies in force on your books on 31st December, 1951, which I have now completed, and on which I have furnished the necessary statements and abstracts required under the Insurance Act, 1938.

2. I hasten however to inform you that as before your high principles of conduct, economical management, wise husbanding of resources, coupled with continuous favourable mortality experience, have enabled you to present another clean bill of health, and that your fund is financially strong and sound, and that there is in it sufficient surplus to make the declaration of decent bonuses possible.

3. In regard to mortality, the statistics summarised below show continued favourable experience :

Period.	1928-32	1933-37	1938-42	1943-47	1948-51
Years of life exposed to risk	1,710	4,093	5,958	9,970	13,412
Number of deaths expected on the standard employed in the valuation on each occasion ..	24	59	82	122	121
Actual number of deaths ..	10	23	49	68	63

The statistics for the present quadrennium, classified by age groups, and tested against the standard I have now used for valuation, namely, the Oriental Table of Mortality, 1925-1935, ultimate experience, given below, show also that this favourable experience was distributed more or less uniformly through all the ages of life passed through :

Ages passed through	Years of life exposed to risk.	Expected Number of Deaths O(25—35)	Number of actual Deaths.	
			Ult. Exp.	
Up to 27 ..	1,484	6.36	..	1
28—32 ..	2,254	10.58	..	2
33—37 ..	3,358	18.80	..	7
38—42 ..	3,136	24.02	..	14
43—47 ..	1,451	16.72	..	11
48—52 ..	935	17.32	..	12
53—57 ..	552	15.55	..	10
58 and over ..	242	11.92	..	6
<b>Total ..</b>	<b>13,412</b>	<b>121.27</b>	<b>..</b>	<b>63</b>

It will be noticed that on the aggregate the actual number of deaths 63, formed about 52 per cent only of the number (121.27) expected on the standard employed. This favourable experience probably meant, in material terms, a contribution of about Rs. 42,000 to surplus.

4. Investment has become, as you well know, a very difficult problem. Nevertheless, you have tackled it so well that the interest yields were respectively in each of the years covering the valuation, 3.59, 3.85, 3.73 and 3.96 per cent. The distribution of your investments is such that more than 4% interest yield in future years appears a certainty, apart from the fact that with the fall in security values, the yield rate rises. Unfortunately however secured values have dropped, and dropped indeed so much that no less than Rs. 48,000, had to be transferred, it is hoped temporarily though, to Investment Reserve Account. However, the net interest added to revenues was Rs. 1,03,125 odd, and as only Rs. 81,400 would have been the increment on 3% basis applied to the mean life assurance funds of this period, there seems to be a contribution of the order of Rs. 21,700 to surplus from this source. Normally a valuation at a rate of interest higher than 3 per cent may have been justified, but I have not done so ensuring thereby increased contributions to surplus in the coming years.

5. The most conspicuous of your achievements, however, is in respect of economy of management. I estimate that about Rs. 67,500 should have been the contribution to surplus on account of the difference between the actual amount expended, namely Rs. 50,170 and about Rs. 1,17,670 that would become available on the standards assumed in the valuation, namely 90% of first years' premiums and 12.21% of renewal premiums. At the valuation in 1947, I had set aside the whole of the annual fees, and in addition 6½% of premiums towards expenses and profits. At the present valuation also I have set aside the whole of the annual fees, and increased the percentage on annual premiums to 10. This increase by 3½% meant cutting out of the surplus some Rs. 55,000 but this will offset not only any increase in your future expenses, but will also secure future surpluses as well also support interim bonuses which I am now recommending as a result of the present valuation. Incidentally the basis now adopted means reserving 14.72% of total receipts of this class for future expenses and profits as against 12.21% of last time.

#### 6. The Revenue Account itself may be summarized briefly thus :

Income	Rs.	Outgo	Rs.
1. First years' premiums ..	78,835	Death Claims ..	42,701
2. Renewal premiums ..	3,82,554	Withdrawal benefits ..	33,732
3. Interest and income-tax refunded (net) ..	1,03,125	Management expenses ..	50,170
4. Miscellaneous income ..	414	Transfer to Reserves ..	50,106
		Net increase to Life Assurance Fund ..	3,88,219
Total ..	<u>5,64,928</u>	Total ..	<u>5,64,928</u>

7. You will note from the above statement that the whole of renewal premiums and in addition some Rs. 5,700 went to augment the life assurance fund. Such a happy feature cannot but be reflected in the surplus finally emerging in the valuation. Actually, recalling the figures given earlier, coupled with the fact that some Rs. 5,000 may be profits from withdrawals

and miscellaneous sources, the analysis of surplus by sources is roughly as presented below :

Credits	Rs.	Debits	Rs.
1. By Favourable interest earning ..	21,700	To Transfers to Reserves.	50,106
2. " saving out of provision for expenses and profits ..	67,500	," Tightening of Valua- tion provisions for expenses and profits ..	55,000
3. " favourable mortality ..	42,000	," rounding ..	329
4. " miscellaneous sources ..	5,000	Net surplus available for distribution ..	30,765
Total ...	1,36,200	Total ..	1,36,200

8. As a net result of the valuation there emerges, besides the Rs. 50,106 transferred to reserves on account of depreciation in securities, contingent expenses and building depreciation, a distributable surplus of Rs. 30,765-2-2. I recommend that bonuses be allotted at ANNAS TWO (2) PER UNIT of assurance for each month for which premiums have been paid, or due to be paid, during the period January 1948 to December 1951, and made payable along with the claim as in ordinary endowment assurance at the end of the original premium term 10, 15, 20 or 25 years, or at death, if earlier. This bonus does not attract further increases of 2 per cent per annum which the basic sum assured does. This declaration is expected to absorb Rs. 28,570, and the balance Rs. 2,195-2-2 will be carried forward merged in the fund. I also recommend that interim bonus may be added at the same rates and on the same terms for the months subsequent to December, 1951 until the next valuation on all policies that go out of books as death claims, or by efflux of the original term of 10, 15, 20 and 25 years of the policy.

9. In concluding, I can only reiterate what I have done in the last several reports, namely that *your Fund is in a very flourishing condition and has a prosperous future before it*, such as only a few, very few, insurers can claim. Those colleagues of your profession who have joined the Fund have been doubtless benefited in various ways by their wise choice. *I feel that it should be the duty of other members of your profession as well to take timely advantage of the benefits your Fund offers so remarkably well.*

May I take this opportunity of thanking members of the staff and of the Board of Management who, with their diligent and intelligent help, lightened for me this task of Valuation.

I remain, Gentlemen,  
Yours sincerely and fraternally,  
K. B. MADHAVA,  
*Actuary.*

# THE XLII MADRAS STATE EDUCATIONAL CONFERENCE, COIMBATORE, MAY 1952

The 42nd Madras State Educational Conference will be held at Peelamedu, Coimbatore, from 12th to 14th May, 1952. Dr. Sir R. K. Shanmukham Chettiar, Vice-Chancellor of the Annamalai University, has kindly agreed to preside over the Conference.

The last date for the registration of the delegates to the Conference is 31st March, 1952. All those members of the S.I.T.U. who are desirous of attending the Conference are requested to enrol themselves as delegates in accordance with the rules of the Union. The delegation fee is annas eight per delegate. Each affiliated association can send as many delegates as it pleases.

As usual there will be four Sectional Conferences. The topics chosen for discussion are noted under each section :—

## I. Basic or Primary Education Section :

(Convener—Sri A. M. Satya, M.A., L.T., Lecturer, Meston Training College, Royapettah, Madras-14.)

### 1. Basic Education in Practice :

- (a) Admission of pupils from non-basic to basic schools.
- (b) Correlated teaching.
- (c) Activity, curriculum, knowledge and skill.

### 2. Teacher training for basic schools.

## II. Secondary and Technical Education Section :

(Convener—Sri C. Padmanabha Mudaliar, B.A., L.T., Headmaster, T. T. V. High School, G.T., Madras-1.)

### 1. Language Teaching :

- (a) Basic English.
- (b) The Draft English syllabus.
- (c) Ergonic researches in the teaching of English.

### 2. School Discipline :

- (a) Organisation.
- (b) The Teacher.
- (c) The influence of the community.

## III. University Education Section :

(Convener—Sri M. Sreeramulu, M.A., L.T., Professor of English, Sir Thyagaraya College, Washermanpet, Madras-21.)

### 1. Alignment of University and School standards :

- (a) Medium of instruction.
- (b) Admission to college course.
- (c) Subjects of Study.

### 2. Conditions of affiliation of private Colleges to the University.

### 3. Exchange of visiting Professors.

### 4. Grants for University Education.

IV. *Educational Organisation and Teacher Education Section*

(Convener—Sri K. Narayanan, M.A., L.T., Lecturer in English, Dr. A. C. Training College, Karaikudi, Ramnad District.)

## 1. Educational Organisation :

- (a) Educational finance.
- (b) Academic freedom.
- (c) Democracy in Administration.

## 2. Teacher Education :

- (a) Shortage of Teachers.
- (b) Selection and Training of Teachers.
- (c) In-service education of Teachers.

Such of the delegates as are desirous of taking part in the discussions are requested to intimate to the Convener of the respective Sectional Conference their names, address and the topic or topics chosen for discussion. Those that want to read papers are requested to send a copy to the respective convener so as to reach him on or before the 21st April, 1952.

S.I.T.U. Office,  
14<sup>th</sup>—3—1952.

T. P. SRINIVASAVARADAN,  
Secretary.

*(Continued from Page 72)*

TALES RETOLD FOR EASY READING : SECOND SERIES. (Oxford University Press.) (1) *Thackeray's Vanity Fair* by J. Page. Price : Re. 1. (2) *The Stories of Shakespeare's Plays*, Vol. I by H. G. Watt and David Fullerton. Price : As. 12. (3) *The Stories of Shakespeare's Plays*, Vol. II by N. Kates. Price : As. 12.

Suitable for reading in the Fifth Form of Secondary Schools.

All the above publications are illustrated.

THE STRUGGLE OF MODERN MAN (English) : by F. G. Pearce. (Oxford University Press. Price: Rs. 2-4.)

This popular text book giving a background of world history is brought up-to-date and is of the latest, 1952 edition.

THE STORY OF THE BUDDHA : by Amir Ali. (Oxford University Press. Price: Rs. 5.)

Here is a simple straightforward story of the Buddha and of his teachings by one whose understanding of the subject is made clear by his skilful way of blending legend and knowledge.

There are also some good illustrations.

WHY DOES THE LION ROAR (Tamil) : by G. N. Langsdown translated by L. T. Rajan. (Macmillan & Co. Price. As. 14.)

There are 20 such stories relating to the wild animals of South Africa and these form a very interesting study to the pupils of elementary schools in the Nature Study classes.

MACMILLAN'S STANDARD HIGH SCHOOL ATLAS, 1951 EDITION : (Macmillan & Co. Price : Rs. 2-4.)

A complete Geographical Atlas beautifully got up, useful for schools and for reference.

List of publications thankfully received :—

1. *Fundamental Education Abstract*, December 1951 (UNESCO).
2. *Health Education*—A selected bibliography. (UNESCO).
3. *Working and Living in the Malaria Valley* (Haiti) (UNESCO).
4. *Educator*—Andhra Teachers' Voice, published by the Guntur Dist. Teachers' Guild, February, 1952.
5. *Learn and Live*—A way out of ignorance for 1,200,000,000 people (UNESCO).
6. *World Organisation of the Teaching Profession*—Proceedings of the 5th Delegate Assembly, Valletta, Malta—20—26 July, 1951.

C. R.

## OUR BOOK-SHELF

"LEARN AND LIVE". Published by UNESCO, Paris. Price : \$ .20 ; 1/- ; 50 frs.

A Proposed Way Out of Ignorance for 1,200,000 people.

The story behind a unique "school" set up to teach better standards of living is told in "Learn and Live", an illustrated pamphlet just issued by the United Nations Educational Scientific and Cultural Organization.

This "school" is Unesco's first "regional training and production centre" in fundamental education—that is, education in the fundamentals of daily life. It was established in May, 1951, at Patzcuaro, in the heart of Mexico's Tarascan Indian country.

The purpose of the centre is to train the teachers and develop the teaching materials needed to launch a campaign against illiteracy and low living standards in the region of Latin America.

"Learn and Live" describes the centre's international student body drawn from nine Latin-American countries and the problems faced by twenty Tarascan Indian villages in the Patzcuaro region, where these students are putting their training to practical test.

Unesco's centre at Patzcuaro, the pamphlet points out, is the first in a proposed network of six centres to be established over the next twelve years in Equatorial Africa, the Middle East, India and the Far East, as well as Latin America.

"Learn and Live", illustrated with photographs and with drawings by a Mexican artist, emphasizes the basic importance of combining education with technical improvements, no matter how elementary.

"It is no use teaching a man to read and write unless you can convince him it will help solve his everyday problems of living," states Lucas Ortis, Director of the Patzcuaro centre and former head of rural education in Mexico, in the

pamphlet. "The four cardinal points of fundamental education are :

"Man must protect his health.

"He must make the best use of the natural resources surrounding him.

"He has the right to a dignified home life.

"He has the right to enjoy leisure time."

It may not appear to be a very ambitious programme, but it contains the seeds of a profound change in the lives of most of the world's population. The number of illiterates has been estimated at 1,200,000,000 and they also comprise the world's underfed, diseased and poverty-stricken peoples.

In a final chapter, the pamphlet sets forth Unesco's proposal to attack the problem on a world front by setting up similar centres elsewhere.

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TALES RETOLD FOR EASY READING :  
(Oxford University Press.) (1) *Gulliver's Travels* by E. C. Parwell. Price : As. 11. (2) *Sindbad The Sailor* by F. M. Urling Smith. Price : As. 11. (3) *Great Expectations* by F. Page. Price ; Re. 1.

Suitable for reading in the lower forms of Secondary Schools.

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TALES RETOLD FOR EASY READING :  
FIRST SERIES. (Oxford University Press.) (1) *Adam Bede* by J. Page. Price : As. 12. (2) *Three Tales* by Oscar Wilde. Price : As. 11. (3) *A Christmas Carol* by A. Sureany. Price : As. 12. (4) *Tales of Crime and Detection* by George F. Wear. Price : As. 14.

These tales can be profitably read in the Fourth Form of a Secondary School.

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(Continued on Page 71)

## EDITORIAL

### The S.I.T.U. Publications Ltd.

We are glad to announce that the S.I.T.U. Publications Ltd., has been registered under the Indian Companies Act and it has obtained a certificate of commencement of business as the minimum number of shares required for the purpose has been subscribed. The authorised share capital is Rs. 1,00,000 divided into 500 'A' class shares of the value of Rs. 100/- each and 2,000 'B' class shares of the value of Rs. 25/- each. While individuals can take shares of either class, institutions like Teachers' Associations, District Teachers' Guilds and Schools and Colleges can take only 'A' class shares. In all other respects the two classes of shareholders have the same privileges and responsibilities. In as much as the Company has been allowed the use of the shortened title of the Union, The S.I.T.U. has been given the privilege of nominating three Directors and the Company in its turn has agreed to make over to the Union 12½% of its profits to be utilised for furtherance of the objects of the Union. The promoters of the Company hope that teachers and Teachers' Associations would subscribe for all the shares and that there would be no necessity for them to seek the help of non-teachers. The provisional Board of Directors have under contemplation publications suitable for libraries in Secondary and Elementary Schools and also for the rural libraries now contemplated under the Libraries Act. Books on teaching methods are also on the plan.

We wish this new venture all success and we do hope that it will receive a full measure of support at the hands of all members of the Union.

### Our Felicitations :

We offer our hearty congratulations to Sri A. Sambasiva Reddiar on his success at the election to the Madras State Assembly. He resigned his office as Tamil Pandit in the service of the Board High School, Attur, Salem District in order to seek election. He was for two years President of the Salem District Teachers' Guild. In him we will have a great champion of the teachers' cause.

Three other distinguished friends of the Union have also been successful at the elections. Sri T. K. Rama, who was the Chairman of the Reception Committee of the State Educational Conference held last year at Mathurai has been elected to the State Assembly while Sri G. R. Damodaran, the Chairman of the Reception Committee of the Conference to be held in Coimbatore this year has been elected to the House of the People Sri T. T. Krishnamachari who presided over the Conference held at Madras in 1947 has also been elected to the House of the People We offer them all our hearty felicitations.

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### A Timely Rebuke :

It is rather unfortunate that there should be a growing tendency on the part of students and their guardians to rush to Courts of Law questioning the actions of the teaching faculty of Schools and Colleges. There is among the public a great desire to enjoy the fundamental rights guaranteed by the New Constitution without in any way realising either the implications of these rights or of the corresponding obligations and responsibilities which the enjoyment of rights demands. The teaching faculty in Schools and Colleges

## THE SOUTH INDIAN TEACHER

have a great responsibility in the education of the young; everybody will agree that educational institutions are expected to train their alumni to a life of discipline to be able to bear responsibilities. Unfortunately since 1947 every one feels that he has a right to interfere with every aspect of school administration from admission of pupils to promotion to higher classes. Such meddlesome interference has been a major cause in the deterioration not only of discipline in schools but for the general fall in standards of attainment. The Government of Madras has itself, on extra academic grounds, set the example by passing an order by which Heads of Secondary Schools are prevented from discharging a responsibility, viz., of presenting to the public examination only such pupils as in their opinion would have completed satisfactorily a definite course of study in deciding which they should be guided only by considerations precisely similar to those by which the annual promotions from one Form to the other are decided. No wonder that students in Colleges go to a Court of Law when they are not permitted to appear for University Examinations.

The position of the teaching faculty in Schools and Colleges is becoming very irksome as they are subjected to various extraneous influences, militating against the conscientious discharge of their great responsibility. If "high placed judicial officers from their position of security and authority should indulge in remarks likely to encourage disregard for academic authority, the position will certainly become intolerable. It was therefore very appropriate that the Hon'ble Justice Sri P. N. Ramaswamy of the High Court of Madras in dismissing the application for the issue of a mandatory injunction under the Specific Relief Act against the Principal of the Women's Christian College, Madras, saw it fit to observe that "Cultured heads of educational institutions might well be expected to discharge their DHARMA in the light of their own conscience without pretentious judicial preachings."

It is our earnest hope that these wise words will have a salutary effect and help in upholding the dignity and prestige of our educational institutions and in enabling them to discharge their functions in the best interests of the youth and of the country.

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